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ABSTRACT

Information is provided on the U.S. National Archives' Community College Program (CCP). First, a program announcement is provided, which indicates that the CCP provides reproductions of primary sources to community, technical and junior college instructors teaching occupational and transfer degree programs. This announcement lists the kinds of primary sources available from the Archives (e.g., letters, photographs, reports, maps, films, sound recordings, computer tapes, drawings, and charts) and suggests ways in which the resources might be used in classroom instruction. Next, an update on 1986 activities is presented. This report offers information on the CCP's 1986 "From the Record" Seminar, during which primary sources were defined, the primary sources of the Archives were explored, and participants undertook individual projects on, for example, the history of the railway mail service, the development of a team-taught course on sea voyages, a map literacy project, and the use of records to use in tax and auditing courses. Next, a second update on CCP progress is provided covering 1987 activities. This update offers additional detail on the "From the Record" seminars, presents research findings regarding two-year college instructors' use of primary sources, offers an argument for using primary sources based on the evidential and informational value of these materials, identifies key questions about archival records, and suggests ways in which archival records can be used in teaching. This update also highlights successful projects undertaken during the 1986 seminar, identifies other projects of the Archives that can benefit two-year college instructors, offers an example of primary evidence, and provides an exercise in teaching research skills. Finally, the application for the "From the Record Seminar" is presented. The application provides instructions on finding primary sources in the Archives and includes sample research exercises. (EJV)

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NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

COMMUNITY COLLEGE PROGRAM

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NATIONAL ARCHIVES INITIATES COMMUNITY COLLEGE PROGRAM

The National Archives is seeking community, technical, and junior college instructors from all disciplines to participate in planning and evaluating a new publication program. This program is intended to provide reproductions of primary sources to instructors teaching in occupational and transfer degree programs. These primary sources are found in the National Archives vast holdings of records created by or for the executive, the judicial, and the legislative branches of the federal government. They include letters, photographs, reports, maps, films, sound recordings, computer tapes, drawings and charts. Collected, the primary sources yield the story of the U.S. Government's relation with the people from 1774 to the present. They touch all disciplines:

_____from health to history
_____from judicial administration to liberal arts
_____from aviation to art
_____from engineering to economics
_____from science to social science

Primary sources can be found that relate to every discipline in the arts, science and applied science degree programs. The records in the National Archives, maintained largely as the creating federal agencies organized them, contain documents that can be used for teaching purposes in many fields within these programs. For example, records of the Coast Guard contain reports of the search for Amelia Earhart. These become sources for geography, aviation and communication courses. Records of the Freedman's Bureau include letters from newly emancipated slaves. They offer psychological, sociological and statistical data. Records of the Army Nurse Corps offer both biographical glimpses of those women who became nurses and a comprehensive history of military nursing.

Documents also lend themselves to a wide range of instructional strategies. Instructors can develop oral or written projects that require students to develop hypothesis, analyze evidence and draw conclusions. They can use one or more documents for discussion, debate or drama, or as the focus for individual or group assignments.

At this early study stage, the Education Branch staff seeks planning information and design suggestions from instructors in all disciplines. Initially a participant will be asked to provide information about course content, teaching methods, and any previous use he or she may have made of primary sources in teaching. Instructors will be asked to develop one sample instructional exercise based on documents supplied by Archives staff and to incorporate it into an existing course. He or she will then informally evaluate the choice and use of those documents. Thereafter, instructors will be needed to test and evaluate other materials as they are developed.

The National Archives Education Branch also plans to offer workshops and seminars for two-year college instructors that will provide information on document-oriented teaching. The first of these is tentatively scheduled June 11-20, 1986 at the National Archives, Washington, DC.

Any instructor interested in planning and evaluating these materials or attending the workshops should write Ms. Linda Simmons, National Archives, (NEE-E), 7th Street and Pennsylvania Avenue, NW Washington, DC 20408 or call (202) 523-3347.

National Archives

Washington, DC 20408

COMMUNITY COLLEGE PROGRAM UPDATE 1

1987 Seminar for Community College Instructors Scheduled

The National Archives Education Branch began receiving requests for its July 1987 "From the Record" seminar for community college instructors before the 1986 seminar had convened. Applications for the July 8-17, 1987 seminar in Washington, DC, are now being accepted.

The "From the Record" seminars are one part of the Archives program to introduce and encourage the use of primary sources in all classes taught in the liberal arts and professional/occupational programs. The seminars provide instructors with research techniques for exploring primary sources. They also provide instructors with opportunities to discuss instructional strategies for using primary sources.

What is a Primary Source?

By definition, primary sources are an observor's or participant's firsthand, contemporary account of what she or he witnessed. Primary sources include:

- textual records, such as contracts, petitions, letters, memos, journals, newspaper articles, laws, and diaries;
- visual records, such as photographs, posters, charts, cartoons, maps, architectural and engineering drawings;
- film records, such as documentaries and motion pictures;
- audio records, such as radio programs and musical recordings;
- computer (or, machine readable) records.

Tax, English, and history instructors, as well as a journalist and a director of a learning resource center, arrived for 1986 8-day seminar asking, "What is a primary source?" They left ready to add primary source materials from the Archives to their existing courses. That

development, according to Education Specialist Linda Simmons, verifies one principle with which the community college program started: the use of primary sources complements other instructional strategies.

What Primary Sources does the Archives have?

The instructors, all novices in research in an archives, first learned about the contents and organization of the National Archives which houses the permanently valuable records of the federal government. In addition to lectures and discussions, participants had hands-on experiences in research at the National Archives. Using printed guides to the Archives, instructors determined, for example, that its records are organized by record groups reflecting their federal origin; that its records include climatological records for Coffeeville, Mississippi; and that it has few birth and death certificates.

Instructors also discovered the variety of formats of the federal records held at the National Archives: 3.1 billion pages of textual records, 96 million feet of motion picture film, 146,000 video and sound recordings, 1.6 million maps, 9.7 million aerial photographs, and 4000 reels of automated data processing tapes.

Individual Projects

Once familiar with the scope and format of the records of the National Archives, each participant began researching a topic that had been submitted with the seminar application. Jane Cook, a journalist from Alexandria, Virginia, focused on the "History of the Railway Mail Service," a subject for a lead article for Scrapbook Pages, a periodical directed to senior citizens and intended as a reminiscence tool. Cook found numerous records in the correspondence and monthly reports of costs in the Records of the Post Office Department (Record Group 28). These textual records provided job descriptions for the railroad mail service clerks, discussions of mail service problems created by epidemics, and notices of special assignments for the Railway Mail Service, such as providing mail service for the 1939 visit to the United States by the King and Queen of England.

A second seminar participant, Larry Roderer, professor of English and journalism at Virginia's J. Sargeant Reynolds Community College, shared Jane Cook's interest in journalism but wanted primary sources to add to a team-taught course. The course, "Chronicles of the Sea: An Interdisciplinary

Study of Man's Voyages," had already been recognized by the Virginia Community College Institute for Instructional Excellence. Roderer now wanted to research "Women's Relationship with the Sea." His focus: Ida Lewis-Wilson, Lighthouse Medal of Honor winner of 1881.

Records for these two projects were easy to locate with the help of archivists and printed guides. Other projects proved to be more challenging, as Iowa Central Community College's history professor Roger Natte discovered. His topic seemed most appropriate to research in the National Archives: the Des Moines River Navigation Improvement Land Grant and the land conflicts resulting from it, particularly court decisions and removal of land claimants by federal marshalls. Yet it proved to be a "big-small-big" topic. Natte discovered that myriad records exist--only to be told that few of them are located in Washington. The National Archives Field Branch in Kansas City houses many of them. Natte will locate those sources and use them as well as ones found in Washington with students in his second semester American history survey.

A second historian, James Fisher of Georgia's DeKalb College, determined to fight his students' map illiteracy using a topic that evolved from a Dekalb College forum on Indians and from his dissertation. Fisher concentrated on microfilmed records constituting the "Memoir of Reconnaissances with Maps During the Florida Campaign, April 1854-February 1858," located in the Records of the U.S. Army Continental Commands, 1821-1920 (Record Group 393). Fisher also discovered that records he lacked time to consult could be microfilmed and sent to him, at a reasonable cost. He requested the topographic memoirs of Captain Hugh Young. By seminar's end, both Natte and Fisher were looking forward to continuing research at local archives.

While these projects used textual or cartographic records, Brian Gordon, history professor at St. Louis Community College--Flourissant Valley, combined his interest in developing a visual aid package for use in United States history survey classes with his interest in photography. Gordon made his own negatives from the still pictures taken to record the work of such federal agencies as the Farm Security Administration. Even before leaving Washington, Gordon was researching primary sources at other institutions.

One of the best demonstrations of the program's objective of intoducing primary sources into all disciplines came with the work of John Calabria, associate professor of tax and accounting at Virginia's Blue Ridge Community College. Calabria, who had never visited the Archives before, found records to use in tax and auditing courses. He collected

and reproduced copies of a wealth of primary sources: tax acts in their original form, the 16th amendment (income tax), dissents in the POLLACK VS FRAMER'S LOAN case (which warned that invalidating the Wilson Act's income tax would undo the United States) and bits of Lincolniana. These included Lincoln's estate tax returns showing the president was due a refund of $3555.94. According to Calabria, this showed that the president did not fully understand the tax laws that he, as president, signed into law. Calabria will use these and other records in the estate file to teach the principle of an audit trail.

Fred Lindsey of Baltimore Community College and Bernadine Thomas of Northern Virginia Community College also participated in the 1986 seminar. Lindsey, a historian, will develop materials on the role of Black land grant colleges and Thomas, director of the learning resource center at NOVA's Loudoun campus, will combine an interest in providing strategies for verifying oral histories and providing information on how to find primary sources.

The 1986 seminar participants will test the instructional usability of the primary sources they selected. They will then report on the problems and successes of using these materials.

Inspiration

During the seminar, participants were invited to attend "Dear Uncle Sam," an original theatrical production by Paradise Island Express, a Washington, DC, theater company. This production drew on a collection of letters women wrote to the Children's Bureau of the Labor Department and on letters the public sent to the Justice Department during the Red Scare of the 1920's. Here participants witnessed one innovative, active use of records. Later they discussed other possible use of the same records in drama, in other disciplines and across-the-curriculum. The discussions after the performance clearly supported the Community College Program's principle that records created to document a federal agency's work have other values and uses.

Publication Series

In addition to planning the 1987 "From the Record" seminar, the National Archives Education Branch is developing published materials consisting of reproductions of Archives records. Like the seminars, the published materials will educate instructors and students in researching and using primary sources. The material will also be targeted toward all disciplines. The first projected publication, "The U.S.

and the Law: Selected Records from the National Archives," will deal with legal issues, of concern to technical/occupational fields and the liberal arts.

Inquiries

To inquire about the July 8-17, 1987 seminar or the published materials, please write National Archives, Education Branch (NEE-E), Linda Simmons, Pennsylvania Avenue at 7th Street NW, Washington, DC, 20408 or call (202) 523-3347.

CCPUPDATE1

Community College Program Update 2

National Archives and Records Administration

National Archives

Washington, DC 20408

Dear Colleague,

"Update 2" provides information about the progress of the National Archives community college program. Please duplicate and distribute all or parts of the "Update."

Please note two major opportunities. Instructors who teach courses in any discipline in the liberal arts or the technical/occupational curriculums may participate in the program's "From the Record" summer seminar. The 1987 seminar will be held at the National Archives in Washington, DC, July 8-17, 1987.

Instructors may also participate in the development of the proposed publication series "The United States and the Law: Selected Records from the National Archives," which is being readied for field testing and critiquing.

If you have questions, please call Linda Simmons at 202-523-3347.

Thank you for your assistance in distributing this "Update."

Linda Simmons

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Enclosure

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COMMUNITY COLLEGE PROGRAM UPDATE 2

ARE SEMINAR VACANCIES STILL AVAILABLE?

The National Archives Education Branch has already received from 2-year college instructors 90 requests for applications to the 1987 "From the Record" seminar. Instructors may still apply for the July 8-17 seminar in Washington, DC. Applications must be postmarked by April 1, 1987.

The 8-day seminar costs $75. In addition, participants bear the cost of food, transportation, and lodging. We encourage applicants to seek travel or professional-growth funds from their community colleges. Applicants should also investigate grant programs, such as the National Endowment of Humanities grant for "Travel to Collections." If you need suggestions, call us (202-523-3347) and we will be happy to discuss means that may be used to minimize costs or secure funds.

WHAT DOES THE SEMINAR OFFER?

The seminar allows instructors opportunities to develop research skills, locate primary sources, and create instructional strategies. For an additional cost of $210 (subject to increase) paid to the University of Virginia, participants may obtain 3 hours of graduate credit from that university. Instructors who request funds from their professional-growth committees to pay the seminar costs may cite "acquisition of graduate credits" as a professional-growth objective.

WHAT DOES THE SEMINAR ENTAIL?

The seminar entails three related activities. The first sessions outline research techniques that instructors must know in order to locate primary sources in the National Archives. Participants then spend several sessions locating primary sources that pertain to individual projects. Finally, they participate in sessions where they design instructional strategies to teach with these primary sources.

WHAT HAPPENS AFTER THE SEMINAR?

Upon return to campus, participants refine instructional strategies and teach with primary sources. They may teach students research skills and/or content. We request that instructors, once they have taught with the primary sources, report informally to the Education Branch, describing the primary sources they selected, the refined instructional strategies they used, and an assessment of the impact of using primary sources.

WHAT PRIMARY SOURCES DOES THE NATIONAL ARCHIVES HOLD?

We define primary sources as an observor's or participant's firsthand, contemporary account of what she or he witnessed or experienced. Some primary sources are, of course, more primary than others. A diary entry, for instance, may have more value as a primary source than an autobiographical account that the person wrote 20 years later.

Not all primary sources look alike. They appear in different physical forms and include various types of records.

Primary sources may take the physical form of textual records, still pictures, motion pictures, sound recordings, videotapes, maps, architectural drawings, and computer records, among others. These physical forms encompass many types of records. Textual records, for example, include contracts, letters, telegrams, and memorandums. Still pictures include aerial photographs as well as photographs of people and their activities.

Regardless of form or type, primary sources at the National Archives are records that federal agencies either created or received. For instance, the Motion Picture and Sound and Video Branch stores the film "The River," which the Farm Security Administration produced as a plea to conserve the Mississippi River. The branch also holds films that federal agencies have received, such as the Ford Historical Film Collection, which includes film clips of Woodrow Wilson, Henry Ford, Buffalo Bill Cody, and Dr. Mary Walker.

DO ALL INSTRUCTORS USE PRIMARY SOURCES?

According to a survey that the Education Branch conducted, more than 90% of instructors in 2-year colleges who responded teach with primary sources. They do not all

apply the same term to describe primary sources. Computer science instructors, for example, may call their sources "raw data." Criminal justice instructors often use the term "police report." Regardless of terminology, instructors in every discipline rely on primary sources important to their discipline and teaching.

WHAT PRIMARY SOURCES ARE MOST POPULAR WITH INSTRUCTORS?

According to our survey, 2-year college instructors rely on paper records more than any other physical form of primary sources. Newspaper articles and journals are the most widely used type of paper records; telegrams, the least used.

Instructors rank visual records second in popularity, with photographs and charts being the most frequently used; patent drawings, the least used.

Film records, such as motion pictures, hold third place in popularity. Audio records, such as speeches, music, and radio programs, rank fourth.

Computer records, including discs and tapes, rank last in usage. In fact, paper records are 10 times more popular in usage than computer records.

The survey results suggest that instructors use a number of primary sources, as they defined them, in addition to the 23 examples listed on the survey. They cited 113 items as primary sources, including books, treaties, wills, sermons, prenuptial contracts, diaries, currency, personal interviews, minutes, account books, medical records, and field reports.

WHY RELY ON PRIMARY SOURCES FOUND IN AN ARCHIVES?

Community college instructors who explore the records of the National Archives, or of any other archives, discover important reasons to rely on these records. For three reasons, however, the records of the National Archives are uniquely valuable.

First, the records of the National Archives are important in many fields of research because of their sheer volume. The Archives not only houses about 1.6 million cubic feet of permanently valuable federal records but also maintains approximately 14.5 million cubic feet of other noncurrent records of federal agencies.

Second, records of the National Archives are important because of their diversity. They relate to activities or operations of agencies or bureaus within all three branches of the federal government, especially executive departments.

Third, the records are important because of their time span and continuity. They date from the 1774 First Continental Congress to the recent past. Some records span activities of the entire period.

In short, the National Archives holdings offer unique research opportunities. They provide evidential and informational values instructors can use in teaching every discipline.

WHAT IS EVIDENTIAL VALUE?

"Evidential value" describes the usefulness of records to document the operations and activities of the organization, institution, or individual that created them. The records of the National Archives document the operation and activities of the federal government's various agencies and bureaus. The records of each agency provide evidence of the agency's operations and activities. For example, the general records of the Department of Justice (organized as Record Group 60) include a number of case files that detail the department's investigations of antiwar agitation during World War I. Instructors can use the evidential value of these case files to re-create the department's thinking, strategies, and sources of information in its operations to contend with antiwar agitation.

Instructors can use the evidential value of these records to construct the story of the organization, institution, or individual that created the records. Or, instructors can furnish the records for students to use to re-create the story.

WHAT IS INFORMATIONAL VALUE?

"Informational value" describes the value of data that records contain on persons, places, subjects, and things other than the operation and activities of the organization, institution, or individual that created them. Instructors can use the informational value as an alternative means of providing data that secondary sources contain or as a supplement to data that secondary sources contain.

The estimated 3 billion records of the National Archives include bits of information on persons, places, subjects, and things with which a federal office dealt. The records provide information on famous, infamous, and ordinary persons. For example, more than 15 record groups contain primary sources on Amelia Earhart. At least five record groups contain primary sources on Marcus Garvey, and a majority of the record groups have primary sources that reveal the lives and times of ordinary people.

The records of the Children's Bureau (Record Group 102) illustrate the amount of information about ordinary persons that a single record group may contain. The Children's Bureau sponsored a "Better Babies" campaign that included newspaper advertisements. The ads offered free information on infant care. From 1915-20, many women in western rural areas responded.

To the careful reader, the letters the women wrote represent much more than routine requests. They represent sources of information about persons, places, subjects, and things.

The reader learns about the writer and her environment, often a rural spot isolated from the mainstream of American life. The reader also sees a progression of subjects. A woman frequently began her letter with a request for information on "Better Babies," moved on to describe her situation, and ended with questions about preventing pregnancies.

That a woman would ask intimate questions of an unknown federal bureaucrat provides great insight into the times in which the writer lived. This insight, plus the informational value of the letters the Bureau sent in response, makes the records of the Children's Bureau valuable for instructional use.

WHAT KEY QUESTIONS SHOULD YOU ASK ABOUT ARCHIVAL RECORDS?

The preceding explanations of evidential and informational values suggest that instructors can use records in several instructional strategies. But does the National Archives have records on all subjects? To determine that, instructors must answer this key question: Did any federal office have an interest in a person, place, subject, or thing? Only a "Yes" answer will enable instructors to research records in the National Archives.

HOW CAN ARCHIVAL RECORDS BE USED IN TEACHING?

This "Update" includes a reproduction of Alphonse Capone's draft registration card, a primary source taken from the records of the National Archives. You may copy this primary source for immediate instructional use following strategies you design.

Note that you can use the draft registration card's evidential value to point out some operations of the Selective Service System. You can also use the card's informational value to provide data about an individual (Al Capone), a subject (draft registration), and things (such as the Selective Service System rule requiring that registrars tear forms to indicate whether "a person is of African descent").

Instructors of any discipline can design appropriate instructional strategies that use both evidential and informational values. Instructors in political science and history, for example, might illustrate a lecture on the Selective Service System during World War I by using the card. Or, law-enforcement instructors might initiate a discussion that ties information on Al Capone to a major theme of the course. Other instructors might assign students to write papers on topics such as draft registration or to write biographical sketches on Al Capone.

Instructors might also use the single primary source in connection with other primary sources and secondary sources. They could, for example, assign a question such as "Did the government form that the Selective Service System used reflect the prevailing social attitudes of the times?" This approach allows the draft registration card to become a topic for a case study of issues pertaining to an era or a discipline.

Strategies can also be developed that use the draft registration card as a springboard to teach research skills that students must learn in order to locate primary sources (see attachment following p. 10).

The reverse side of the reproduced Capone draft card provides information we added to help integrate this primary source into the course content. Please let us know the most successful instructional strategy you use with this primary source.

WHAT ARE SOME SUCCESSES FROM THE 1986 SEMINAR?

This "Update" features the work of Jim Fisher, professor of history and geography at DeKalb College in Georgia, as one success of last year's seminar.

Fisher applied for the 1986 seminar because the "lack of knowledge and understanding of geography" among his students dismayed him. He planned to research materials on the Seminole Indians to include in his Human Geography class.

During the seminar, Fisher located copies of Capt. Hugh Young's topographic memoirs from the "Memoirs of Reconnaissances with Maps During the Florida Campaign, April 1854-February 1854," a part of the records of the U.S. Army Continental Commands, 1821-1920 (Record Group 393). He also researched records of the Office of the Quartermaster General (Record Group 92).

He found reports, accompanied by maps, that field officers serving with the U.S. Army had written. While officers created the records to document the mapping-activities of the U.S. Army in Florida, Fisher used the records as sources of unique information on terrain, flora, and Indian life and diet. He copied reports and maps to use in his history and geography classes.

Fisher believes his students learn research and critical thinking skills by using primary sources. He argues, "By reading these reports and looking at the maps, my students were able to learn more than they would have from reading ordinary text materials." He adds, "Such items as obvious prejudice (or a lack thereof) by the particular officer writing the report gives the student an indication of the feeling in society at the time. Seeing maps of virgin land helped them understand the difficulties involved in subduing the Seminoles."

Since the seminar, Fisher has used his Archives experience for professional-growth activities. He has already presented a conference session in which he discussed the concept of using archival materials for instructional purposes. Now he is co-writing a paper for submission to a community college journal.

WHAT ELSE DOES THE ARCHIVES OFFER COMMUNITY COLLEGES?

The Education Branch offers other programs and services that benefit community colleges.

First, community college drama instructors should note that the branch sponsors an "Archives Alive" series. This series, developed in cooperation with a local writers' center, involves playwrights who explore records for material that can provide resources for developing scripts.

The Archives also sponsors professionally produced plays, such as "Absent-Minded Sweethearts," a dramatic collage based on the records of the Committee on Women's Defense Work. The collage depicts the role of women in the United States during World War I. The script for "Absent-Minded Sweethearts" adapted the Committee records; the staging used reproductions of posters from the Still Pictures Branch of the National Archives.

Community college drama instructors might adapt the approach of the "Archives Alive" series either on campus or as a "From the Record" research project.

Second, the branch works with professional organizations that represent community colleges or disciplines, such as the American Association for Community, Technical, and Junior Colleges; the Eastern Community College Social Science Association; the Community College Social Science Association; the Community College Humanities Association; and the American Historical Association, among others.

The cooperative effort between the American Association for Community, Technical, and Junior Colleges (AACJC) and the Archives illustrates the benefits of professional association.

Representatives of AACJC delighted in the discovery that the Archives holds primary sources that document the relationship of the community college to federal agencies. These primary sources include copies of the 1947 "Truman Commission Report on Higher Education," the report that helped popularize the name "community college."

AACJC also has an interest in various publications of the Office of the Federal Register, which is part of the National Archives and Records Administration. Recently, for instance, the office published the 1986 proclamation of the first "National Community College Month." And the AACJC Journal published the same proclamation as its back cover.

Finally, AACJC and the Archives will jointly celebrate National Community College Month in February 1987 by having the association host its annual Truman Lecture at the Archives, with John Gardner as featured speaker.

Meanwhile, the National Archives community college program benefits from its relationship with AACJC since AACJC's Journal and newsletters carry informational items about the community college program.

Third, the Archives offers community college systems a role in formulating its community college program, especially its publication series.

The offices of state directors of community college systems have, for example, distributed our request for syllabi for law-related courses to instructors throughout state systems. Instructors in courses in legal administration, administration of justice, criminal justice, police science, political science, and history, among others, responded to that request and mailed syllabi to the Education Branch.

We are now reviewing these syllabi to find common topics that we should cover in the proposed publication "The United States and the Law: Selected Records from the National Archives." In the publication, these topics will become subjects for case studies that instructors will use to teach research skills or content in law-related courses.

In short, the systems' distribution network has allowed instructors in the field to have an impact on the development of the proposed publication.

WHAT IS THE STATUS OF THE PUBLICATION SERIES?

The Education Branch is preparing a model of the instructor and student manuals for "The United States and the Law." The model includes the preface, introduction, and one case study. (The publication will have up to seven case studies.)

The case study in the model deals with the issue of law and order in the Old West. Its primary sources feature records of the U.S. Marshal Service in the Territory of Arizona during the 1880s and the role of "lawmen," such as Wyatt Earp.

Any instructor who teaches law-related issues can use this case study. Instructors in law enforcement can use it to deal with major course themes: the police, the courts, and corrections. Instructors in history and political science can use it to teach historical and political content. All instructors can use the primary sources to teach research skills that students must learn in order to collect and analyze evidence.

We will distribute the model to 20 instructors who volunteer to critique it or to use it with students. We will acknowledge in the publication those volunteers who write or telephone an informal report.

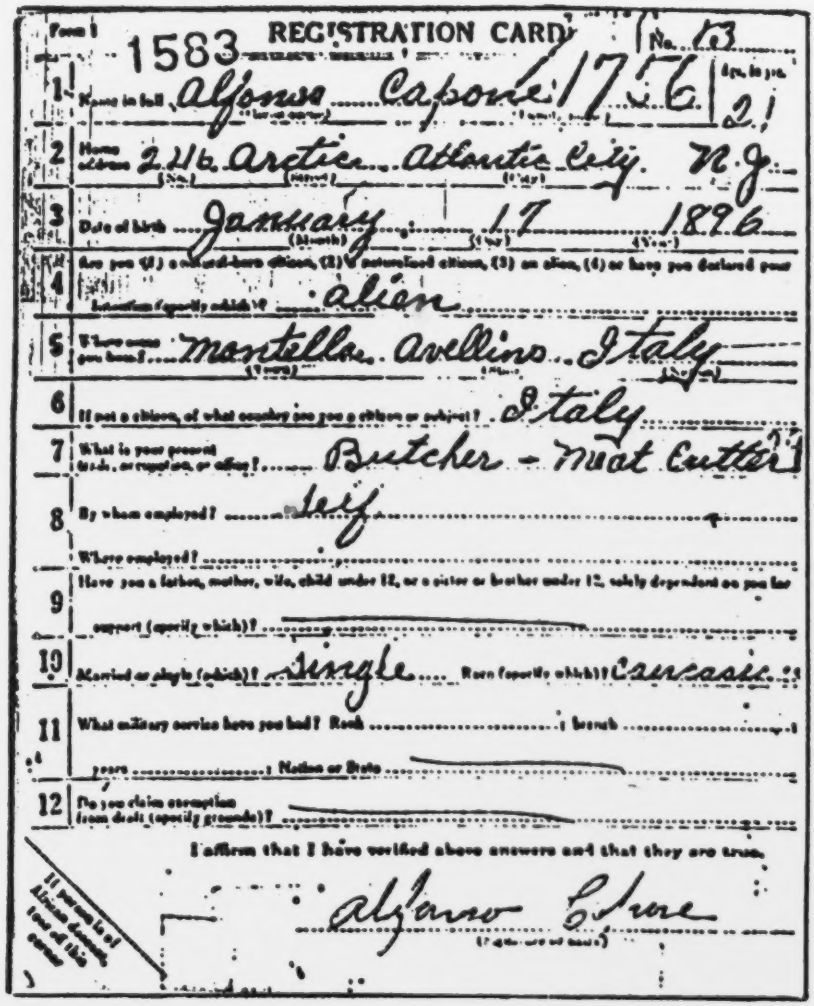
ARE THERE MORE QUESTIONS?

For further information on the seminars, the model, and presentations of teaching with primary sources, please contact Linda Simmons, Education Specialist, National Archives (NEE-E), 7th and Pennsylvania NW, Washington, DC 20408, or call 202-523-3347.

PRIMARY EVIDENCE: AN ATTACHMENT

You may electrostatically reproduce and distribute Alphonse Capone's draft registration card, which is a primary source reproduced from the Records of the Selective Service System (World War I), Record Group 163, National Archives and Records Administration. This sheet provides additional information, which you may use to develop instructional strategies.

PRIMARY EVIDENCE:



Form 1 — 1583 — REGISTRATION CARD — No. 63

1. Name in full: Alfonso Caponi — 21
2. Home address: 21 Arctic Atlantic City N.J.
3. Date of birth: January 17 1896
4. Are you (1) a natural-born citizen, (2) a naturalized citizen, (3) an alien, (4) or have you declared your intention (specify which)? alien
5. Where were you born? Montella Avellino Italy
6. If not a citizen, of what country are you a citizen or subject? Italy
7. What is your present trade, or occupation, or office? Butcher - Meat Cutter
8. By whom employed? Self
   Where employed?
9. Have you a father, mother, wife, child under 12, or a sister or brother under 12, solely dependent on you for support (specify which)?
10. Married or single (which)? single Race (specify which)? Caucasian
11. What military service have you had? Rank ... Branch ... Years ... Nation or State ...
12. Do you claim exemption from draft (specify grounds)?

I affirm that I have verified above answers and that they are true.

Alfonso Caponi

(Signature or mark)

If person is of African descent, fill out this corner

Records of the Selective Service System (World War I), Record Group 163, National Archives--Atlanta Branch.

THE SELECTIVE SERVICE SYSTEM

The Selective Service Act of May 18, 1917, authorized the Selective Service System to register and induct men into military service. The states managed much of the system, establishing a local draft board to cover about 30,000 people.

Registration required men to complete a government form, Series 1, PMGO Form 1. The form provides evidence that documents the Selective Service System's work. It also contains information about individuals who registered for military service, including name, address, date of birth, age, race, citizenship status, birthplace, occupation, employer, categories of dependent relatives, marital status, father's birthplace, and name and address of nearest relative.

The National Archives holds draft registration cards for the same reason it holds all its records; i.e., because they are the permanently valuable records created or received by federal offices.

BEST COPY AVAILABLE

AN EXERCISE IN TEACHING RESEARCH SKILLS

This exercise in primary sources assigns students a research task: Locate primary sources that provide information on Al Capone's draft registration. Students learn six research steps that they must follow to find records in the National Archives. They can then adapt these research skills to other topics and institutions.

Step 1. Ask: Do secondary sources suggest that the federal government concerned itself with draft registration? Answer: Yes.

Step 2. Ask: What federal agency dealt with draft registration for World War I? Answer: The Selective Service System.

Step 3. Ask: What facts do secondary sources provide that enable you to isolate Al Capone's card? Answer: Secondary sources show how he spelled his name and where he lived.

Step 4. Ask: What do you need to know about the organization of the Archives? Answer: The Archives maintains its records by record group. A record group is established for organizationally related records.

Step 5. Ask: What does an archivist do? Answer: One thing an archivist does is provide detailed knowledge on the organization of the records, such as the fact that the records of the Selective Service System in Record Group 163 are arranged by state, thereunder by local board, and thereunder by individual. (To retrieve records, an archivist thus needs facts you have located in secondary sources, such as how Capone spelled his name.)

Step 6. Ask: Where is the record located? Answer: The Archives keeps its records in different locations: the National Archives Building and Archives field branches. Some records are unique to a single branch. The Archives Branch in Atlanta holds all World War I registration cards as part of the Records of the Selective Service System (World War I), Record Group 163.

National Archives and Records Administration

Application for

"From the Record" Seminar for Community College Instructors

July 8-17, 1987
Washington, DC

National Archives

Washington, DC 20408

Dear Applicant:

Thank you for your interest in "From the Record," the National Archives Education Branch's Community College Program.

The "From the Record" seminars are designed for two basic purposes. They provide instructors with research techniques for exploring primary sources. They also furnish instructors with opportunities to discuss instructional strategies for using primary sources.

The enclosed materials constitute an application packet for community college instructors who are applying for the 1987 "From the Record" seminar to be held at the National Archives, Washington, D.C., July 8-17. Applicants must return three items: a completed application form and two archival research exercises. The first exercise provides a case study to illustrate the process of research in the records of the National Archives. The second exercise helps to determine whether your topic is an appropriate one to research in the records of the National Archives.

Applications will be evaluated on the basis of the completed exercises and the appropriateness of individual topics for research in the records of the National Archives. The seminar is limited to 20 participants. Should more than 20 instructors qualify for the seminar, acceptance will be determined by earliest application dates.

The deadline for returning the application materials is ~~April 1, 1987. By~~ May 1, 1987, instructors will be notified of the results of the evaluations.

extended

The seminar fee of $75 is due upon notice of acceptance. For an additional fee, 3 hours of graduate credit will be available to participants. The seminar and the graduate credit offer a means of achieving a professional-growth objective for instructors in all disciplines.

If you have questions, please call Linda Simmons, Education Specialist, at (202) 523-3347. PLEASE DUPLICATE AND DISTRIBUTE THE APPLICATION MATERIALS TO YOUR COLLEAGUES.

We look forward to hearing from you.

Sincerely,

Linda J. Simmons

Linda J. Simmons
Education Specialist

Enclosures

CCPS871

GETTING STARTED: FINDING PRIMARY SOURCES FOR YOUR TOPIC

Every discipline has its primary sources. Secondary works such as textbooks depend heavily on these primary sources, which may be defined as an observer's or participant's firsthand, contemporary account of what she or he witnessed or did. Libraries, courthouses, churches, private homes, businesses, and manuscript repositories house primary sources--as does the National Archives.

The primary sources in the National Archives comprise a vast quantity of physical forms: 3.1 billion pages of textual records; 96 million feet of motion picture film; 146,000 video and sound recordings; 1.6 million maps; 9.7 million aerial photographs; and 4,000 reels of automated data processing tapes. These primary sources cover a wide array of topics.

Conducting research in the records of the National Archives requires detective work. You must connect a topic with the activities of the legislative, judicial, or executive branches of the federal government to find primary sources pertaining to that topic in the records of the National Archives.

For these sources to have been created, one or more of the agencies of the federal government must have acted in some way upon the topic of your research to have produced or received records which are deemed permanently valuable, or archival, records. These records are held by the National Archives.

At the National Archives, a record is defined as a piece of information or an item in any physical form that gives information created or received by a government office in carrying out its duties and functions. For example, a letter of complaint written to the Federal Bureau of Investigation can be a record. The letter furnishes evidence about the activities of the Bureau. It also provides other information. Thus, a researcher can learn about the activities of the Bureau and/or glean information about the writer and the subject of the letter.

Many institutions, including historical societies and state and local archives, maintain collections of primary source

material. Because you will want to find the repositories that hold primary sources on your topic, getting started in this research means that you must identify your topic and consult secondary sources that will lead you to the appropriate institutions. Consulting secondary sources before you come to the National Archives gives you basic information and clues as to whether your topic may be related to the activities of the agencies of the federal government whose permanently valuable records are held by the National Archives.

The records of the National Archives encompass a variety of types of primary sources. These sources include:

- textual records such as contracts, petitions, letters, memos, journals, newspaper articles, laws, and diaries;
- visual records such as photographs, posters, charts, cartoons, maps, architectural, and engineering drawings;
- film records such as documentaries, newsreels, and motion pictures;
- audio records such as recordings of radio programs, press conferences, interviews, court and conference proceedings;
- electronic (or, machine-readable) records such as diskettes and computer tapes.

The National Archives maintains its holdings by provenance; that is, in the order that the creating governmental body maintained its records. On the basis of provenance, a record group is created for each body of records. Each record group is given a title and a number. For example, the records created by the Agricultural Stabilization and Conservation Service are organized as the Records of the Agricultural Stabilization and Conservation Service (Record Group 145).

Usually a record group exists for records of a bureau or other administrative body or for an independent government agency equal to a bureau in size. Record groups are subdivided to the smallest element: a record.

Getting started in finding sources for your topic in the National Archives is a two-track process. You must first determine whether records may exist for your particular subject. This packet helps you meet this objective. You must also learn how to find records related to your topic by working with archivists and by learning the basic techniques

for using printed guides to the Archives holdings. The seminar will serve this purpose.

To introduce you to the National Archives, we have included two exercises in archival research for each applicant to complete. The first, "A Case Study in Researching Amelia Earhart," provides a step-by-step process for discovering whether the National Archives may hold records pertaining to Amelia Earhart. The second exercise, "A Case Study in Your Topic," provides an initial guide to discovering whether the National Archives may have records pertaining to your proposed topic. Be certain to complete the Earhart case study and review the "Sample Projects" before attempting the second exercise.

Once you have completed the exercises and the application form, return those materials to:

Linda Simmons
Education Branch NEE-E
National Archives
Washington, DC 20408

DEADLINE: APRIL 1, 1987

If you have questions, please call (202) 523-3347.

R E M E M B E R:

To pursue a research topic at the National Archives, you must:

- o IDENTIFY YOUR TOPIC
- o INVESTIGATE SECONDARY SOURCES
- o CONNECT YOUR TOPIC TO FUNCTIONS OF THE AGENCIES OF THE FEDERAL GOVERNMENT

CCP873

APPLICATION FOR NATIONAL ARCHIVES SEMINAR "FROM THE RECORD"

Washington, DC July 8-17, 1987

Name: _____

Rank, Department, College: _____

Address: _____

Phone: _____ Office Hours: _____

Graduate University attended:	Field:	Degree:
_____	_____	_____
_____	_____	_____
_____	_____	_____

Colleges in which you have taught:	Courses taught:
_____	_____
_____	_____
_____	_____

List the courses you are currently teaching:

_____

_____

_____

_____

List any teaching award you have received:

_____

_____

_____

List your research projects, professional activities, papers, and publications which featured primary sources.

_____

_____

_____

If you have a colleague with whom you would like to work in testing material on campus or during the seminar, please give that person's name and discipline:

_____

Describe your research topic and your tentative instructional strategies: (Use additional paper, if needed.)

_____

_____

_____

RETURN THIS FORM WITH EXERCISES I AND II BY APRIL 1, 1987
CCPS874

EXERCISE I: A CASE STUDY IN RESEARCHING AMELIA EARHART

Problem:

You have decided to incorporate assignments in primary sources for students in your classes. You identify two instructional objectives for the use of primary sources: to provide subject information and to teach research skills. You want to employ primary sources pertinent to students in the technical/occupational programs and to students in the liberal arts.

Since your college offers degrees in aviation technology, engineering, geography, history, and women's studies, you select a preliminary topic: the biography and career of Amelia Earhart.

First, you check your college library's available resources on Amelia Earhart's life, career, and disappearance. Your library research provides a bibliography of secondary sources. Using those sources, you develop a basic chronology of Earhart's life.

Next, you decide to determine what primary sources may be available to you in repositories of primary sources, including the National Archives.

Problem Resolution:

1. Review the information from the secondary sources summarized in the "Chronology of Amelia Earhart Drawn from Secondary Sources." (A copy is enclosed.)

2. Complete the Analysis Sheet for "Exercise I: A Case Study in Researching Amelia Earhart."

CCPS876

EXERCISE I: CASE STUDY IN RESEARCHING AMELIA EARHART

A CHRONOLOGY OF AMELIA EARHART DRAWN FROM SECONDARY SOURCES

1897 Born Atchison, KN to Amy (Otis) and Edwin Stanton; German grandfather Gebhard Harres had immigrated to Philadelphia in 1816

1928 Explorer Richard Byrd suggests to George Putnam that Amelia Earhart replace Amy Phipps Guest on Atlantic flight; Earhart flies from Newfoundland to Wales in 24 hours and 40 minutes, with pilot and mechanic

Writes 24 Hrs. 40 Mins.

Serves as Vice-President of Ludington Airlines

1929 Helps found "Ninety-Nines," society for women pilots

1930 Performs publicity stunts for Beech-Nut

Crosses continent in autogiro

1931 Marries George Putnam

Publishes For The Fun Of It

1932 Solos in Lockheed Vega Monoplane across Atlantic; State Department inquires about her neglecting to get permissions to land in foreign countries; American diplomats in Brussels and Paris report celebrations honoring her

Wins U.S. Distinguished Flying Cross, French Legion of Honor, National Geographic Society gold medal

Solos from Honolulu to U.S. mainland

1937 Putnam asks State Department to secure foreign governments' permissions for landing and overflight

Bureau of Commerce checks remote refueling facilities

Navy's Hydrographic Office supplies route maps

Federal Communications Commission provides information about radio equipment

U.S. Navy and Coast Guard agree to stand by

Starts leg from New Guinea to Howland Island landing strip, built by Coast Guard

Coast Guard shows weakening signals from Earhart's plane

Coast Guard receives last message from plane at 8:45 am

Extensive air/naval searches

1963 Commemorative stamp issued

Restoration of Earhart Memorial Light, Howland Island

EXERCISE I: A CASE STUDY IN RESEARCHING AMELIA EARHART

ANALYSIS SHEET

1. DID ANY OFFICE OF THE FEDERAL GOVERNMENT CONCERN ITSELF WITH AMELIA EARHART?

____Yes

____Maybe

____No

2. WHAT INFORMATION LISTED IN THE CHRONOLOGY SHOULD YOU EXPECT TO RESEARCH IN THE RECORDS OF THE NATIONAL ARCHIVES?

3. WHICH FEDERAL OFFICE OR OFFICES--EXECUTIVE, LEGISLATIVE, OR JUDICIAL--DO YOU THINK MIGHT HAVE BEEN INVOLVED IN GATHERING OR RECEIVING THAT INFORMATION?

4. WHAT OTHER ARCHIVES AND REPOSITORIES OF PRIMARY SOURCES SHOULD YOU CONSULT TO LOCATE RECORDS DOCUMENTING OTHER ITEMS LISTED IN THE CHRONOLOGY THAT CANNOT BE RESEARCHED IN THE RECORDS OF THE NATIONAL ARCHIVES?

IF YOU HAVE QUESTIONS, CALL LINDA SIMMONS AT (202) 523-3347.
RETURN THIS COMPLETED FORM WITH YOUR APPLICATION.

CCPS878

SAMPLE PROJECTS

Successes from National Archives 1986 "From the Record" Seminar:

1. An associate professor of tax and accounting located and used letters and bills from Abraham Lincoln's tax estate records to illustrate the principle of an audit trail. Lincoln's tax estate also included a tax return showing a refund of $3,555.95, suggesting that the President did not fully understand the law itself (General Records of the Government Accounting Office, Office of the First Auditor, Record Group 217).

2. A journalist researched the history of the railway mail service by using the Records of the Postal Service (Record Group 28) to produce an article for a periodical directed toward senior citizens.

3. A historian planned a campaign against student map illiteracy by using "Memoir of Reconnaissance with Maps During the Florida Campaign," April 1854-February 1858 (Records of the U.S. Army Continental Commands, 1821-1920, Record Group 393).

Other instructors could research these topics at the Archives:

1. A math instructor, tired of depending on old newspapers for data to teach random survey techniques, could investigate population, agriculture, and manufacturing data for the local community that the 1790-1910 federal censuses contain.

2. A drama instructor, with a small budget for paying royalties and a large interest in developing an original script, could read correspondence in the files of a particular federal agency and write a script based on that correspondence. The script could then become the campus theatrical production. (Such dramatic pieces have been developed and presented at the National Archives).

Still other projects could include:

---oral interpretations of correspondence to and from offices of the Federal Bureau of Investigation; the Bureau of Refugees, Freedmen and Abandoned Lands; the Children's Bureau; or the Justice Department, among others

---studies of radio scripts created for New Deal agencies, such as the Work Projects Administration (WPA)

---development of audio-visual presentations using documents, still pictures, and/or film footage produced or received by the federal government

---assembly of primary source packages for students to analyze and reach conclusions on a wide range of subjects; for example:

- photographic evidence of erosion
- costume design from the WPA's Federal Theatre Project
- architectural drawings of local federal buildings
- petitions for veterans' pensions

Oops!

Topics which do not lend themselves to research at the National Archives include:

1. The personal correspondence between Amelia Earhart and her husband George Putnam. (The National Archives does not routinely hold personal papers of individuals.)

2. The horticultural history of Mount Vernon's botanical gardens. (Mount Vernon is not a federal establishment.)

3. The historic preservation of a 17th century American urban community. (The National Archives records date from 1774 to the twentieth century.)

4. Any topic which does not have a connection with an action of a federal office!

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EXERCISE II: A CASE STUDY IN YOUR TOPIC

Problem:

You have decided to incorporate assignments in primary sources for students in your survey classes. You identify two instructional objectives for the use of primary sources: to provide subject information and to teach research skills. You decide to attend the National Archives Community College Program "From the Record" Seminar. You must determine a topic which can be researched in the records of the National Archives and be used with your class.

Problem Resolution: Complete the Analysis Sheet for "Exercise II: A Case Study in Your Topic."

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EXERCISE II: A CASE STUDY IN YOUR TOPIC

ANALYSIS SHEET

1. IDENTIFY THE TOPIC YOU WANT TO RESEARCH.

2. DID ANY OFFICE OF THE FEDERAL GOVERNMENT CONCERN ITSELF WITH THIS TOPIC?

   _____YES

   _____MAYBE

   _____NO

3. WHAT FEDERAL OFFICE OR OFFICES--EXECUTIVE, LEGISLATIVE, OR JUDICIAL--DO YOU THINK MAY HAVE BEEN INVOLVED WITH THIS TOPIC?

4. WHAT OTHER ARCHIVES OR MANUSCRIPT REPOSITORIES SHOULD YOU CONSULT FOR PRIMARY SOURCES ON THIS TOPIC?

Note: For help, consult your library's copy of The Guide to the National Archives of the United States (General Services Administration, 1974), or call Linda Simmons (202) 523-3347.

RETURN THIS COMPLETED FORM WITH YOUR APPLICATION.

CCPS8712

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES JUN 05 1987